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ABSTRACT

In this document data from a previous study is examined for indications of the relationship between ethnicity, home environment, and achievement. A search of the literature was conducted to identify parental response items and instruments useful for studying achievement. The three groups in the study (black, Caucasian and Mexican American) were from low status neighborhoods in a major metropolitan area. Based on previous research and analysis regarding interaction of variables, it was expected that ethnic differences in achievement of the different groups would be found. Results are presented for third and sixth graders. It is concluded that ethnicity, but not social class, is related to achievement of students in the study examined. A family interview instrument used in the study is provided in this document. (Author/GC)

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ETHNICITY, HOME ENVIRONMENT, AND READING ACHIEVEMENT

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INTRODUCTION

Ethnicity is known to be strongly related to achievement in elementary and secondary schools. For example, the well-known study on Equality of Educational Opportunity (Coleman et al., 1966) in the U. S. public schools showed that black students had an average reading score more than one standard deviation below that of white students. This means that black students generally have achievement scores significantly lower than those of white samples by the third grade, and the difference becomes progressively greater as students proceed through school.

However, ethnicity also is associated with social class, and social class is known to be a strong predictor of achievement. When studying individuals, for example, social class measures generally correlate with school achievement at .2 to .4 (Glass, 1976), and sometimes much higher. When working with groups of students--for example comparing classes of sixth graders in differing schools--social class indicators often correlate at .8 or even at .9 with achievement (Levine et al., 1976). Because social class, ethnicity, and achievement are interrelated, it is difficult to determine whether ethnicity is independently associated with performance in the schools.

The problem is further compounded by the relationships which exist between all these variables and home environment. Home environment as measured by such items as number of books in the home or verbal interaction with the child has been shown to be associated with performance

on tests designed to measure academic ability as well as on standardized tests of basic skills such as reading and mathematics (Dave, 1963; Wolf, 1963; Carew, 1976). Home environment also is related to social class and to ethnicity, and it probably accounts for much of the relationship between these latter variables and achievement (Farquhar, 1965; Bloom, 1964). Stated differently, it is likely that differences in home environment between working and middle class families, for example, or between black and white families, account for much or perhaps even most of the social class and/or ethnic differences typically found in school achievement studies.

Because many of these variables are difficult to measure, efforts to disentangle the relationships which exist between them can be extremely perplexing. No one knows for sure what measures of social class best represent the underlying construct of socioeconomic stratification or exactly how aspects of social class such as income and occupation actually affect children's achievement. For example, parental education may result in high achievement only in families in which there is high verbal interaction with children, while income and high achievement may go together only when parents spend money on intellectually stimulating materials. In addition, some studies suggest that social class measures such as parents' education may be differentially related to achievement in differing ethnic groups (Laosa, 1977). Other possible measures of social class such as physical quality of the neighborhood a family lives in may be closely related to achievement for various reasons but seldom are included in educational or psychological research.

Similarly, it is almost impossible to conclusively identify the home environment characteristics which are most important for school

achievement, or to determine precisely how, when, where, or why they relate to behavior and performance in school. Given the interrelationships between home environment and social class on the one hand and ethnicity, student attitudes, and educator's behaviors toward children with differing backgrounds on the other, it is understandable that researchers have been hard-pressed to deal adequately with these relationships and that results have varied greatly from one study to another depending on the variables included and the operational definitions and items used to measure them.

In particular, research generally has been deficient in failing to obtain direct measures of home environment which may be major determinants of school achievement (Walberg and Marjoribanks, 1976). If a study is planned to include a large enough sample of students to allow for multivariate analysis (examination of the interrelationship between a number of variables at one time), it seldom has been economically feasible to obtain adequate information about the characteristics of the home environment. Instead, students typically are asked to estimate how many books or magazines are present in their homes, or whether they have encyclopedias and reference works, and their responses are used to categorize the educational environment in their home. Conversely, studies obtaining more direct information about students' home environment seldom include enough students to allow for satisfactory statistical analysis.

The ABC study data provide a good basis on which to examine relationships between ethnicity, home environment, and school achievement because the indicators of home environment are relatively direct measures obtained from the mothers of a substantial number of students. As mentioned in the introductory chapter, a thorough search of the literature was conducted

to identify parental response items and instruments which theory and previous research suggest may be most useful in studying achievement. As a result the Cicirelli Home Environment Interview Schedule as well as other appropriate items and instruments were adapted and modified for use in the study. It might have been desirable to have obtained additional data from long-term observation of what parents and children actually do inside and outside the home, but such data would have been prohibitively expensive to collect. Even so, the ABC data provide one of the best sources of information yet assembled to allow for study of relationships between home environment, social class, ethnicity, and school achievement. The next section presents a brief review of previous research bearing most directly on issues posed in this chapter, followed by the analysis of the available data.

PREVIOUS RESEARCH

Research on relationships between ethnicity and school achievement which controls for social class has yielded somewhat contradictory results. The study on Equality of Educational Opportunity (Coleman et al., 1966), for example, found that achievement was related primarily to socioeconomic status and family characteristics such as urban-rural origin; ethnicity contributed little additional explanatory power once the influence of these relationships had been statistically controlled. Years of re-analysis (Mayeske, et al., 1973) of the enormous amont of data collected in that study confirmed the original conclusion:

> virtually all the differences in achievement associated with racial-ethnic group membership could be accounted for by considerations that were primarily social in nature and origin. . . .When Family Background, Area of Residence, and various aspects of the school attended were taken into account, the degree of variation in Achievement that could be attributed to Racial-Ethnic Group Membership dropped to 1 percent or less.

Similarly, with respect to performance on an IQ test highly correlated with school achievement, Mercer (1971) studied a sample of Anglo, Black, and Chicano elementary students and found that holding "modal" sociocultural characteristics constant eliminated differences in measured intelligence between the three groups. The five characteristics which affected the performance of black students included measures of family size, mother's education, family structure, housing status, and occupational status. Results such as these indicate that ethnicity is not an independent determinant of ability or achievement scores in the schools.

Other studies, however, stand in marked contrast to the finding that achievement is related primarily or exclusively to social class. These studies have concluded that ethnicity does have an independent effect on scores on ability and/or achievement tests used in the schools. Epstein (1972), for example, found that ethnic group membership was a "better overall predictor of academic performance than social class status" among a sample of fifth grade children in Peru. Similarly, Lesser, Fifer, and Clark (1964) controlled for social class status in studying performance patterns among children from four ethnic groups and found that performance levels and patterns differed markedly with ethnicity: although levels of performance varied with social class, patterns such as relatively higher verbal than numerical scores were similar across social classes for a given ethnic group.

Discrepancies between the two sets of studies may be due partly to methodological differences involving matters such as the composition of the sample, the statistical approaches used in analyzing data, and the measurement of underlying constructs. For example, social class may have

a relatively small relationship with achievement when it is measured inaccurately (ethnicity is usually measured more easily) or when the range of scores is restricted. Statistics testing for independent contributions of variables may give differing results depending on decisions concerning how interactions are to be handled and the level of significance employed. It also is possible, however, that achievement differences which have been found between ethnic groups may be due to home environment differences not measured by the usual indicators of social class. Levine et al. (1972) found substantial achievement differences between two samples of black elementary students who were similar in social class but differed in home environment, thus emphasizing the importance of measuring home environment in addition to social class. One of the few studies which has utilized direct measures of home environment was conducted by Marjoribanks (1972) using samples of eleven-year old boys from five ethnic groups in Canada. Marjoribanks found that ethnic differences persisted in verbal, number, and reasoning ability scores but not spatial ability scores after taking account of home environment.

Furthermore, other researchers have found that home environment variables are differentially related to achievement among students of differing ethnic groups. Peterson and DeBord (1966), for example, studied economically disadvantaged eleven-year old boys in Nashville and found that voluntary participation of family members in the neighborhoods in which they lived was relatively closely associated with achievement among white but not black subjects, while church attendance was strongly related (negatively) to performance among black but not white subjects. This finding suggests that family participation in local neighborhood activities had positive results (in terms of academic

achievement) for white students but not black students. For the latter group participation in local neighborhood institutions may have had a detrimental effect. Such a differential might well mean that home environmental variables operate differently in accordance with ethnic and social class status: some families may provide home environments which give children good preparation for success in school but others who differ in ethnicity or social class might encounter special problems which obliterate or alter relationships between home environment and achievement.

Such possibilities call attention to the role of caste in affecting how well students perform in school and succeed in later life. The term "caste" as used here refers to special disadvantages which may be faced by virtue of membership in a given social group perceived by others in the larger society as particularly inferior or unworthy. Such attributes may be associated with ethnicity, low socioeconomic status, religion, or other aspects of status which are difficult or impossible to alter and which affect the way an individual interacts with other people, and how other people interact with the caste member. The caste status of "Untouchables" in India, for example, seems to be associated primarily with religion, while the restrictions placed on "free" Negroes in the U. S. after the Civil War were associated with racial origins.

Caste-like attributes by this definition are acquired at birth or early in life and are related to success in school or other social institutions because they constitute disadvantages of one sort or another when participating in social interaction outside one's own group. For many years, for example, blacks were prohibited from learning

to read or write in some parts of the United States. Such direct prohibitions no longer exist, but black youngsters today who grow up in a homogeneous low-income neighborhood in a large city function in an environment which apparently makes it very difficult to succeed in school (Levine et al., 1976). For all practical purposes, such youngsters are beginning to constitute a caste-like "underclass" residing in the inner cores of our big cities. In view of the severity of problems posed by living in this type of environment, it would not be surprising to find that home environment variables such as "reading with children" lose their potency in predicting achievement for an inner city sample because caste-like conditions have generated uniformly low performance.

By way of contrast, individuals from a disadvantaged ethnic group who overcome handicaps associated with their status begin to resemble individuals from other groups who succeeded economically. When this happens, some cultural patterns associated with ethnicity may tend to be displaced by middle-class behaviors and attitudes generated and disseminated in the mass media and other national institutions. This should not mean that ethnic groups have to change all customs and allegiances which conflict with middle-class behavior patterns, but historically it seems to have meant that families which provide strong support for school achievement thereby exemplify middle-class patterns similar to middle-status families of other ethnic groups. Thus, after surveying research and other literature on the performance of students from differing social groups, Havighurst (1976) found that race and ethnicity are more strongly related to academic achievement among lower status students than among upper status students:

> There seems to be a consensus among sociologists that upper-middle class behavior and attitudes are more homogeneous than lower-middle and working-class characteristics. . . ./In the process/ of upward mobility, the formerly lower-class people who are now mobile have tended to move into the 'mainstream' of economic life and then have acquired an upper-middle-class style while losing some of their ethnic characteristics. This seems to be true of blacks and of people of Spanish origin.

Based on such previous research and analysis dealing with social class, ethnicity, home environment, and school performance, we would expect to find that these variables interact in a complex way among the students included in the ABC study. Respondents in the study all live in low status neighborhoods in a major metropolitan area. We would expect ethnic differences in achievement partly because the three groups in the study probably suffer differing degrees and types of social and economic disadvantage which affect the achievement of their children. Because family characteristics and opportunities associated with ethnicity probably operate to modify relationships otherwise operating between home environment and achievement, we expect to find some interaction between ethnicity and home environment on the one hand and achievement on the other. Data and findings on the interrelationships between these variables are reported in the remainder of this chapter.

INSTRUMENTS AND VARIABLES

Most aspects of home environment examined in our analysis were measured with items taken or modified from the Purdue Interview Schedule for Parents of Primary Grade Children (Cicirelli, n.d.). The Purdue Interview Schedule was devised by Victor Cicirelli following an extensive examination of the content and results of instruments which had been used in previous research on home environment and achievement. Seventy-eight individual items drawn from eleven dimensions from

the original instrument and from the Dave-Wolf home environmental process schedule (Dave, 1965; Farquhar, 1965; Wolf, 1965) and the Cornell Parent Behavior Description Form (MacDonald, 1967) as adapted in short form by Weigert and Thomas (1972) were retained or modified to measure home and family characteristics selected for inclusion in our analysis. Ronald E. Cromwell and other staff of the ABC study assisted in selecting and modifying items, and items from the Parental Attitude Research Scale developed by Cromwell (1969) were substituted for Cicirelli's Parental Directiveness and Restrictiveness dimension.

In addition, seventeen items assessing parental dominance (Klein, 1975), parental satisfaction with family life, and success evaluation of the family also were used to measure home environment in the present study. (Satisfaction and evaluation items were prepared by the staff after examining a variety of sources.) Altogether, then, there were 95 home environment items derived primarily from the sources indicated above which were used in our analysis o reiationships between ethnicity, home environment, and academic achievement among students included in the ABC sample. Most of the items used from four-to-six Likert-type response categories. The 95 items are shown in Table 1.

Table 1 about here.

Achievement data on reading comprehension were obtained from third- and sixth-grade students using the Iowa Test of Basic Skills in seven of the schools and the Stanford Achievement Test in the eighth school participating in the study. Reading scores were used as the achievement measure because reading generally is considered to be a basic skill which students need to master to succeed in other aspects of school and in later life. Data collection methods are described elsewhere in this book. Achievement data were available for 147 students--81 third graders and 66 sixth graders..

The measure of social class used in this study was education of the mother classified in three categories: "some high school," "completed high school," and "some college training." This measure was chosen because many of the students in the sample were from low status, female-headed homes in which the mother did not work. Thus alternate and otherwise desirable measures such as maternal and paternal occupation and income were not available for many students in the sample.

It should be noted that only 14 of the 167 mothers of students in the analysis had not at least completed high school, and 110 of the 147 reported at least some college training. Because these data provided a very skewed distribution with more than two-thirds of the respondents in one social-class category, our measure of social class turned out to be somewhat disappointing. This finding suggests that it has become difficult to obtain adequate social class classification using traditional measures for an inner city population with many single-parent families headed by relatively young females, possibly in part because high school and college training are easier to obtain than previoulsy and may now represent little more than attendance at school.

RESULTS

The first step in our analysis was to determine whether social class (as measured by education of mother) is separately related to reading achievement among the students in the sample. Data for third and sixth grade students are shown on Tables 2 and 3. For third graders, there were too few students in the lowest social class (mothers who did not finish high school, N = 3) to allow for analysis. Third graders whose mothers had some college training had a mean reading score of 4.1 as compared with a score of 3.8 for students whose mothers

had completed high school. As shown in Table 3, sixth graders whose mothers had some college training had a mean score of 6.3 as compared with 5.9 for students whose mothers had less education. These differences were small and were not statistically signfiicant at the .05 level of confidence; therefore it was concluded that social class was not related to achievement among students in the ABC study.

Tables 2 and 3 about here.

Ethnicity, however was related to achievement. As shown in Table 4, Anglo students had mean reading scores clearly higher than Black or Chicano students at both grade levels, and Chicano students had scores higher than Black students. All these differences were statistically significant at the .05 level of confidence.

Table 4 about here.

The next step in our analysis was to identify home environment variables which were associated with achievement independent of the effects of race-ethnicity and two other variables known to be consistently correlated with achievement: sex and IQ. This was done by computing the correlations between achievement and the 95 home environment items described above,[1] and entering the 30 correlation coefficients which were significantly related to achievement at the .05 level within one or more of the three racial-ethnic groups in a multiple regression equation following ethnicity, sex,[2] and IQ.[3] Regression analyses were carried out separately for third and sixth graders. This method allows one to determine whether home environment significantly adds to (improves)

the prediction or explanation of achievement after controlling for the effects of race-ethnicity, sex, and IQ. The statistical test used to identify home environment variables which improved the prediction of achievement after taking account of the effects of ethnicity, sex, and IQ was the F Test at the .05 level of probability for the significance of the difference between the "restricted" model including just these variables and the "full" model including one or more home environment variables (Nie, et al., 1970).

The multiple regression analyses appear on Tables 5 and 6. As shown on Table 5, for third graders the only item which was significantly associated with achievement after controlling the first three variables was: "How often do you spank your child"? Mothers who said they spanked their children relatively frequently had children with relatively higher reading achievement scores than the children of mothers who said they spanked less frequently.

Tables 5 and 6 about here.

As shown in Table 6, among sixth graders both parental conservatism toward education and reading to or with the children were independently associated with achievement.[4] Mothers who held conservative attitudes toward education as measured by a three item scale suggested by our correlation analysis[5] had children with relatively higher reading achievement than mothers who held less conservative attitudes. Mothers who said they read to or with their child frequently had children with relatively higher reading achievement than mothers who reported less frequent reading interaction.

Tables 7 and 8 present data indicating that ethnicity contributes independently to the explanation of achievement variation among students in the ABC sample even after account is taken of IQ and sex. For third graders (Table 7), ethnicity contributed 22 percentage points to the prediction of achievement following I.Q. and sex; for sixth graders (Table 8), it adds eight percentage points to the prediction of achievement. These data also show, in conjunction with Tables 5 and 6, that ethnicity on the one hand and IQ-sex on the other share nine percentage points in predicting achievement at the third grade level and eleven points in predicting achievement at the sixth grade level.

Tables 7 and 8 about here.

We also can determine how home environment and the other three variables covary with achievement by examining the zero-order correlation between home environment and achievement. For the third grade, the correlation between the item on spanking the child and achievement was .43; therefore the item explains 18 percent of the variance in achievement, and the other variables considered here (ethnicity, IQ, sex) add 32 percentage points to the prediction of achievement (the squared multiple correlation of .50 in Table 5 minus .18 equals .32). Since home environment adds seven percentage points when entered in the multiple regression following the other variables (Table 5), home environment on the one hand and ethnicity, IQ, and sex on the other share eleven percentage points in predicting third grade achievement (.18 minus .11 equals .07).

A comparable analysis for the sixth grade begins with a squared multiple correlation of .20 between achievement and the two home

environment variables dealing with parental conservatism and with reading to or with the child. Since ethnicity and IQ-sex contribute an additional 24 percentage points to the prediction and the two home environment items add fifteen points following the other variables (Table 6), the two sets of variables share six percentage points in accounting for achievement variance among students in the ABC sample. The results of this analysis (sometimes referred to as commonality analysis) can be summarized as follows:

Third Grade

Variance shared by home environment, ethnicity, IQ, and sex	11
Variance independently contributed by home environment	7

Sixth Grade

Variance shared by home environment, ethnicity, IQ, and sex	6
Variance independently contributed by home environment	15

These results indicate that the variables used in our analysis have interdependent effects in accounting for school achievement differences. In particular, the effects of home environment on the one hand and IQ, sex, and ethnicity on the other cannot be completely separated, and the latter three variables also interact among themselves in predicting achievement. This simply means that we cannot completely disentangle the effects of the variables: girls with a high IQ and a particular ethnic background and home environment have different achievement patterns, for example, than low IQ boys with a differing ethnic background and home environment. Achievement varies with the mix of student characteristics rather than a simple pattern based simply on the additive effects of each characteristic.

Conclusions following from the foregoing analyses can be summarized

as follows:

1. Social class as measured by mother's education is not related to reading achievement among students in the ABC sample.

2. Ethnicity is significantly related to achievement. Anglo students had significantly higher scores than Chicano students, and Chicano students had significantly higher scores than black students. Independent of IQ and sex, ethnicity explained 22 percent of the variation in achievement at the third grade level and nine percent at the sixth grade. Some of this variance in achievement accounted for by ethnicity is shared with home environment.

3. Home environment is associated with achievement independently as well as in combination with ethnicity, IQ, and sex. For the third grade, one home environment variable--spanking the child--added to the prediction of achievement variance. For the sixth grade, two home environment variables--parental conservatism and reading to or with the child--added to the achievement prediction. Home environment independently accounted for 7 percent of the variance in achievement at the third grade, and--in combination with ethnicity, IQ, and sex--explained another 11 percent of the achievement variance. At the sixth grade level, home environment independently accounted for 15 percent of the variance in achievement and contributed another 6 percent in conjunction with the other three variables.

DISCUSSION

As indicated above, one of our major conclusions is that ethnicity but not social class is related to the achievement of students in the ABC sample. This finding is congruent with Havighurst's (1976) review of research suggesting that ethnicity is related to behaviors and

attitudes among low but not middle status populations. However, it should be emphasized that the generalization was tested only with respect to a low status population: since the ABC sample was drawn entirely from a low socioeconomic status urban neighborhood, it includes few if any middle-class families from all three ethnic groups.

Perhaps the most intriguing result of our analysis was the relatively unambiguous finding that spanking the child was positively associated with high academic performance in the third grade. This finding may mean only that parents who provide a more productive home learning environment for young children tend to tell an interviewer that they use spanking as a disciplinary measure more frequently than parents whose children do less well in school. It may also mean, however, that relatively strict discipline is associated with academic success among inner city students, especially (or, perhaps, uniquely) those whose parents choose to enroll them in parochial schools. Perhaps strict discipline is needed to protect the child from negative influences in the inner city environment. By way of contrast, research elsewhere (Anderson and Evans, 1974) has indicated that children whose parents provided an environment characterized by independence achieved higher than those who did not, among a sample of public school students with a less limited range of social class background than those included in our sample. This, in turn, may mean that emphasis on discipline is associated with academic success among students in the inner city in general or in inner city parochial schools in particular, but not among students representing a cross section of urban society or living mostly in non-inner city neighborhoods.

To explore this issue empirically would require additional studies including public school students inside and outside the inner city as well as a parochial population from middle status neighborhoods outside the inner city. Probably the most important issue to address in such studies involves the efforts of Anglo, Black, and Chicano parents to "protect" their children from the inner city environment. Specific questions which should be explored systematically include the following:

- Are upwardly-mobile residents of the inner city more oriented toward protecting their children from negative environmental influences than are low status residents?
- Are Anglo, Black, and Chicano inner city residents differentially successful in pursuing and achieving this goal?
- Are inner city parents who send their children to parochial schools more oriented toward protecting their children from the environment than are inner city public school parents? Are they more successful in translating home support into school achievement than comparable public school parents?
- What home environment variables are most related to achievement in a more middle status population and also in a more working class population than was included in the ABC study?

In addition to including public school and non-inner city families, additional research also should examine longitudinal aspects of home environment and school achievement in a tri-ethnic sample such as the ABC population. Do home environment variables which relate to achievement in the early years of schools later lose or gain in predictive potency in differing neighborhoods? Are such changes related to the social class or ethnicity of the family? More information along these lines could enhance our understanding of the successes and failures which families experience in a modern urban environment.

FOOTNOTES

[1]Response categories were collapsed for some items in order to improve the distribution of data for bivariate and multivariate analysis.

[2]Dummy variable coding for ethnicity and sex were used following procedures described by Nie, et al. (1970).

[3]In a few cases, several related items also were added together to form a scale for which the sum of the item scores was treated as a new home environment variable in the regression analysis. The 95 items also were factor analyzed and resulting factor scores were examined for their relationships with achievement. Both these approaches proved generally unfruitful in uncovering independent relationships between home environment and achievement.

[4]It should be noted that sex had a very small negative but statistically insignificant correlation with achievement. This variable was retained in the analysis, however, in case it might be exercising a suppressor effect on some of the other variables.

[5]Three items which were significantly correlated with each other at the .05 level and seemed to tap related attitudes were added together to form an equal-weight scale. These three items were: 1) Teachers don't want to be bothered; 2) Not enough time for 3R's; and 3) Friendly teachers not in control. (These items are numbers 38, 40, and 42 in Table 1.)

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TABLE 1

ELEVEN HOME ENVIRONMENT DIMENSIONS WITH
SEVENTY-SIX CONSTITUENT ITEMS PLUS
ADDITIONAL INSTRUMENTS AND
ITEMS USED IN THE STUDY

I. Parental Achievement Aspiration for the Child

1. How much schooling do you want your child to get?
2. How happy are you with your child's school progress?
3. What grades do you expect your child to receive this year?
4. Since things do not always turn out the way we want them to, how far do you think your child will actually go in school?
5. What kind of job would you like to see your child in when he is grown up?
6. How likely is it that he will do this?
7. How often do you discuss with your child what he will do when he finishes school?
8. How often do you discuss your child's school work with him?
9. What grades would satisfy you this year?
10. What is the least amount of education that you feel your child must receive?

II. Home Learning Environment

Of the following four things, check the ones you have in your home.

11. Dictionary
12. Encyclopedia
13. Daily newspaper
14. World atlas

15. How often does your child read alone here at home?
16. How often do you read to (or with) your child?
17. About how many books are in your home? None (0-9); A few (10-24); one bookcase full (25-99); two bookcases full (100-249); Three or more bookcases full?
18. Does your child have books of his own to read here at home? How many? (See above categories)
19. How many of these different toys did or does your child have that he might use in playing school here at home? (paper, pencils, blackboard, chalk, colored paper, scissors, crayons, color books, paints, clay, other art and craft equipment, musical instruments, alphabet or number cards)
20. How many games do or did you have in your house that your child might play with like card games, puzzles, checkers, and so on?
21. Did you or do you read to your children?
22. Do you limit television and other activities to make sure your children's homework gets done?

III. Parental Concern and Interest

23. How often are you involved in activities at your children's school?
24. How often do you discuss your child's schoolwork with your husband (wife)?
25. How often do you talk with your children about the importance of education to them?
26. How often do you or your husband (wife) talk with your child about his schoolwork?
27. How often do you help your children with their homework?
28. What are your child's best subjects in school?

IV. Demand for Maturity

29. At what age would you expect a son to stay alone evenings by himself?
30. At what age would you expect a daughter to stay alone evenings by herself?

V. Child's TV Habits

31. How often have you restricted your child from viewing TV programs with violence in them?
32. On a school day, how many hours does your child spend watching TV at home?
33. How late does your child watch TV on school nights?

VI. Parental Involvement in School and Community

34. To what kinds of organizations do you belong? (Probe to get listing - examples for suggestions might be P.T.A., Church groups, Unions and bowling leagues, political organizations). Could you list them for me please.
    Number of memberships
35. Memberships that are school related
36. Now I am going to read the organizations back to you. I want you to give me the number for the answer which best describes how you attend the organization.

VII. Parental Attitude Towards Education

37. The only way that poor people can get ahead in life is to get a good education.
38. Most teachers do not want to be bothered by parents coming in to see them.
39. Kids cut up so much that teachers can't teach.
40. Not enough school time is spent learning reading, writing, and arithmetic.
41. The best way to improve the schools is to train teachers better.

42. Teachers who are very friendly are not able to control the children.
43. Parents are not doing their job when their children do not work hard in school.
44. I can do little to improve the schools.

VIII. Parental Attitudes Toward the Child

45. How often do you spank your child?
46. How often does your child do something which pleases you?
47. How often do you find time to play with your child just for enjoyment?
48. How often do you spend your spare time doing things together with your children?

IX. Parental Permissiveness

49. If my child has any kind of problem, he can count on me to help him out.
50. I say nice things about my child.
51. I make him (or her) feel I am there if he needs me.
52. I teach him things he (or she) wants to learn.
53. If my child doesn't do what is expected of him, I am very strict about it.
54. I keep pushing him (or her) to do his best in whatever he does.
55. I expect him (or her) to keep things in good order
56. I keep after him (or her) to do well in school.

X. Parental Authority Attitudes

57. The sooner a child learns that a wasted minute is lost forever, the better off he will be.
58. Parents must earn the respect of their kids by being fair with them at all times.
59. A child has a right to his own ideas and should be encouraged to tell others about them.
60. A child will thank you later on for strict training.
61. There is no excuse for a child sitting around doing nothing, because there are so many things he needs to learn about life.
62. Parents should give in to the kids some, rather than expecting the kids to always obey the parents.
63. Most kids need less discipline and punishment.
64. Kids should be nicer to their mothers since their mothers suffer so much for them.
65. The sooner a child learns to walk the better off he will be.
66. When kids think family rules are wrong, they should not tell parents about it.
67. When a child is in trouble he should not talk about it with his folks.

68. Kids should be able to talk with parents if they think their own ideas are better.
69. Most kids should be toilet trained by 15 months of age.
70. Kids that have firm rules to obey grow up to be the best adults.
71. A child should be taken away from the bottle or breast as soon as possible.
72. The main goal of a parent is to see that the kids stay out of trouble.
73. Kids are not happy under strict training.

XI. Early Childhood Experiences

74. Now I will read a list of things your child may have attended before he went to first grade. After I read each activity, tell me whether your child attended or not.
Day Care
Nursery
Kindergarten
Summer Head Start
Sunday School
Full Year Head Start
75. Has your child ever received tutoring (any help outside of school)?

XII. Dave-Walf Scales

76. Interviewer's subjective rating of parental emphasis on child's language

- A great deal of attention is placed on the child's correctness of language usage. Specific instances of incorrect usage are identified adn corrected immediately. A knowledge of specific incorrect usages, if any, are kept clearly in mind.
- Gross errors of language usage by the child are identified and corrected in a fairly systematic manner (use of "ain't" "done got" etc.). Finer errors are not apt to be dealt with ("The car dorve good.")
- Only gross errors of the child's language usage are identified. These are apt to be dealt with casually and unsystematically.
- Little or no attempt is made to emphasize correctness of language usage by the child. Little or no knowledge of the child's language errors is evidenced.

77. Interviewer's subjective rating of parental educational aspiration for the child.

- Clear cut aspirations are evident. College education is definite aspiration. A plan for providing a college education has been developed. Attempts are made to acquaint the child with college and what can be learned there.

- Clear cut aspirations that the child will complete high school and the possibility of post-high school education is anticipated. There is some awareness of how post-high school education can be financed.

- Aspirations limited to the completion of high school. No further education is desired, but the possibility of post-high school education is not excluded.

- Definitely aspire for the child to become employed as soon as possible.

78. Interviewer's objective and subjective rating of intellectual stimulation of the home:

No evidence of intellectual concerns with possible exception of religious materials.

Bookcase, printed books and quality paperbacks, desks, lights good for reading, etc.

XII. Parental Dominance

79. Who decides what the family will eat for dinner?
80. Who decides what car to buy?
81. Who decides whether a member of your family is sick enough to see or call a doctor
82. Who decides what job the husband will take?
83. Who decides whether or not the wife will work or quit work?
84. Who decides how much money the family will spend per week on food?
85. Who decides who the children can play with?
86. Who decides how the children will treat each other around the house?

XIV. Parental Satisfaction with Family Life

87. How do you feel about your standard of living, your home, clothes and so forth?
88. How happy are you with the companionship you have with your husband/wife?
89. How do you feel about the understanding you get of your problems and feelings from your spouse?
90. On the whole, how happy are you with your marriage today?
91. All things taken together, how happy are you with your way of life today?

XV. Success Evaluation of the Family

92. How successful is your family compared to other families in your neighborhood?
93. How successful are you as a parent compared to other parents in this neighborhood?

94. How successful are your children compared to other children in this neighborhood?

95. How successful do you expect your children to be when they are adults?

Table 2

Grade 3 Differences in Mean Reading Scores by Social Class (Education of the Mother)*

Education of the Mother	N	Mean	Standard Deviation
Completed High School	12	3.8	1.3
Some College Training	66	4.1	1.4

*Three respondents in the "some high school category" are not included due to the small N.

Table 3

Grade 6 Differences in Mean Reading Scores by Social Class (Education of the Mother)

Education of the Mother	N	Mean	Standard Deviation
Some High School	11	5.9	1.9
Completed High School	11	6.0	2.1
Some College Training	44	6.3	1.7

Table 4

Mean Reading Scores by Grade and Ethnicity

Grade and Ethnicity	N	Mean	Standard Deviation
3rd Anglo	25	5.1	1.6
3rd Chicano	20	4.2	.8
3rd Black	36	3.3	1.4
6th Anglo	29	7.0	1.7
6th Chicano	18	6.0	1.8
6th Black	19	5.4	2.1

Table 5

Third Grade Correlation Coefficients and Multiple Regression Results Entering Home Environment Items Following Ethnicity, IQ, and Sex

Variable	Simple Correlation	Squared Multiple Correlation with Reading Comprehension	Increase in Squared Multiple Correlation
Ethnicity	-	.31	-
I.Q.	.39	.40	.09
Sex	.25	.43	.03
Reported frequency of spanking	.43	.50	.07

Table 6

Sixth Grade Correlation Coefficients and Multiple Regression Results Entering Home Environment Items Following Ethnicity, IQ, and Sex

Variable	Simple Correlation	Squared Multiple Correlation with Reading Comprehension	Increase in Squared Multiple Correlation
Ethnicity	-	.19	-
IQ	.40	.25	.06
Sex	-.15	.29	.04
Parental conservatism	.40	.37	.08
Parent reads to or with child	-.44	.44	.07

Table 7

Third Grade Multiple Regression Results Entering Ethnicity Following IQ and Sex

Variable	Squared Multiple Correlation with Reading Comprehension	Increase in Squared Multiple Correlation
IQ and Sex	.21	-
Ethnicity	.43	.22

Table 8

Sixth Grade Multiple Regression Results Entering Ethnicity Following IQ and Sex

Variable	Squared Multiple Correlation with Reading Comprehension	Increase in Squared Multiple Correlation
IQ and Sex	.21	-
Ethnicity	.29	.08